

# Placer County Children and Families Commission

## Annual Report: State Fiscal Year 2001-2002

*In the event we have questions about the information contained in this county report, please give us the following information for your county contact:*

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## Current Status and Strategic Directions

***Purpose:** The purpose of this section is to give each County Commission the opportunity of creating a picture of their county, their strategic objectives and accomplishments in fiscal year 2001-2002. Please address each of the following areas:*

### 1. 0 – 5 CHILD POPULATION:

According to information provided by the California Children and Families Commission, Placer County's 0-5 population is 15,924.

### 2. ETHNICITY OF CHILDREN 0 – 5:

Race/Ethnicity	Age	Number of Children
Latino	Under 1 year	483
	1 year	460
	2 years	521
	3 years	478
	4 years	532
	Total < 5	2,474
White	Under 1 year	2,236
	1 year	2,188
	2 years	2,327
	3 years	2,488
	4 years	2,733
	Total < 5	11,972
Asian	Under 1 year	91
	1 year	87
	2 years	93
	3 years	109
	4 years	101
	Total < 5	481
Native Hawaiian and other Pacific Islander	Under 1 year	2
	1 year	4
	2 years	2
	3 years	3
	4 years	2
	Total < 5	13

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<b>African American</b>	Under 1 year	26
	1 year	25
	2 years	28
	3 years	23
	4 years	31
	Total < 5	133
<b>American Indian and Alaska Native</b>	Under 1 year	16
	1 year	21
	2 years	26
	3 years	27
	4 years	22
	Total < 5	122
<b>Other</b>	Under 1 year	6
	1 year	2
	2 years	8
	3 years	9
	4 years	7
	Total < 5	32
<b>Multiple Races</b>	Under 1 year	167
	1 year	140
	2 years	122
	3 years	141
	4 years	137
	Total < 5	707
		<b>15,924</b>

### 3. COUNTY NARRATIVE:

**Given the child population in your county, how does your strategic plan address their cultural, ethnic, linguistic, socio-economic, and special needs?**

The following are a few of the principles regarding inclusion that formed the basis for developing our strategic plan. They continue to guide us in implementing the plan:

#### Strategic Principles

The *Children and Families Commission of Placer County* commits to achieving results by adopting the following strategic principles:

- All children means ALL CHILDREN, including special needs children and those children whose voices have not been heard or whose needs have not been well met in the past. As the

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Children and Families Commission's (CFC) integrated plan moves forward no child will be left behind.

- The CFC through its plan and actions will promote “holistic” approaches involving comprehensive outcomes for whole children in whole families in whole communities, rather than fund piecemeal single point or isolated approaches.
- Holistic family approaches will include working with non-traditional partners such as Faith-based organizations, and parent networks. Enrichment activity providers and others who support the healthy development of children and families are also critical partners in achieving the goals of this plan.
- The CFC integrated plan is an important and refreshing new initiative in the continuing history of strategic collaboration and service integration in Placer County. It is neither the first nor the only strategic plan in Placer County, nor should it operate independently of the various other strategic initiatives already in place.
- The CFC will resist pressure to improve countywide indicators by only targeting at-risk populations that generate the majority of statistics. Instead, the strategic plan will address the full range of support, prevention, early intervention, and treatment needed by all children and their families.

By following the above principles throughout the planning and funding process during 2001-2002, every program or services funded by the CFC either enhanced existing cultural, socio-economic, ethnic or special needs considerations or added components to address them. The result of this authentic drive toward inclusivity is self-evident in the stories that are included in the section of this report having to do with our collective accomplishments.

**GEOGRAPHIC DESCRIPTION: Describe your county in overall size, rural, urban, etc.**

According to public relations information available for Placer County, the county is one of the fastest growing counties in California. The county has a healthy economy, well-respected public schools and nearby universities, many convenient recreational opportunities, safe communities and neighborhoods, and an abundance of natural beauty. The county also has a rich history of social services innovation and collaboration.

Placer County stretches from the suburban outskirts of the Sacramento Valley to the mountains of North Lake Tahoe. The County has a population of 257,500 with an unincorporated population of 101,600. The incorporated cities include Roseville (83,000), Rocklin (38,600), Auburn (12,500), Lincoln (13,800), Loomis (6,200) and Colfax (1,500).

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### **Major issues identified by your Commission:**

During the Commission's planning process the needs and assets that emerged from the "community voice" were used to develop the following "strategic results" that address issues facing children and families. These strategic result areas continue to inform all of the Commissions activities:

#### Strategic Result # 1: Improved Family Functioning – Strong Families and Support for Families

In order to improve family functioning and build strong families, Placer County must be able to support the healthy growth and development of each individual child and family. In part this support takes place through the provision of services, including but not limited to medical care, mental health/substance abuse counseling, mentoring/emotional support, health education, parenting education, quality child care, respite care, financial assistance, general life skills training and potential other services to be identified by the family itself. The CFC also supports the capacity of individual families, neighborhoods, and communities to create the means of sustaining healthy families. Activities that may contribute to this capacity *include enrichment* and literacy programs, parent networks, or community spaces that allow for play, celebration, and the building of relationships.

#### Strategic Result # 2: Improved Child Development – Children Learning and Ready for School

Many factors influence whether or not children are ready for school. Success begins with a healthy pregnancy including early and quality prenatal care. It continues with the parents' attention to the child's health including regular checkups and timely immunizations. Nutrition, including the choice to breastfeed an infant, also contributes to school readiness. Positive child development experiences are another important contributor.

Child development encompasses several interrelated areas that include physical, mental, social and emotional development. Children are deeply affected by their experiences, both physically and emotionally, and nurturing relationships are a powerful way to prevent problems later in life such as developmental delays and emotional disturbances. Young children grow and learn in response to the relationships they have with their parents and other primary caregivers. Brain development and physiological structures are formed during a child's early years and form the foundation for their future success in life.

#### Strategic Result # 3: All Children Are Healthy

The health and wellness of Placer County's children are a reflection of the quality of care for our most vulnerable residents. The Children and Families Commission broadly defines health and wellness to include all aspects of physical and mental health for children and their families. A child's health has multiple interrelated determinants. A healthy pregnancy is the foundation for a healthy child. A healthy child is the foundation for optimal development and learning. Adequate and quality nutrition is required for brain growth. The availability of a system of affordable preventive health and illness care assures a medical "home" for children. Consequently, children should receive a full complement of preventive health care, including immunizations. Also, a

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safe environment, both physically and emotionally, is required to provide children the opportunities to achieve optimal growth and development.

#### Strategic Result #4: A Comprehensive Child and Family Partnerships

The “partnership” is comprised of all communities, neighborhoods, employers, faith communities, resources, programs, families, professionals, volunteers, children, and people – **EVERYONE** – in Placer County.

#### **4. MAJOR ACCOMPLISHMENTS:**

The Children and Families Commission of Placer County has worked very hard to continually involve the community in inclusive planning and funding processes aimed to create a sustainable network of results-oriented early childhood development, health and family support programs. As a result of these open processes a diverse and colorful mix of programs, and services are now funded by the Commission. In reporting to the state (and the community) we believe that the best way to understand what is happening in Placer County is to let the organizations in the Placer “CFC Partner Network” tell their own story – in their own words. The following information relating to our “accomplishments” is a compilation of input from across the Partner Network as they respond to the question: What were your major accomplishments in fiscal year 2001-2002? Given the amount of information available about our CFC Partner Network and the space constraints of this report, not all CFC Partners are listed in this section. In order to include everyone, however, those not mentioned in this portion of the report are highlighted in other sections. For an in-depth description of the Partner Network accomplishments visit our web site for a picture and text gallery of our recent CFC Partner Network “Outcome Faire” at <http://www.placer.ca.gov/children/cfamcomm.htm>

#### **Placer County Office of Education Child Care Services**

- Approximately 5,128 children are in improved child care environments
- More than 500 child care providers & parents have attended early care and education workshop that focus on children 0-5 (25 providers attended more than 100 hours of training and 79 completed 25 hours of more)
- Thirty-six child care providers now caring for 200 children ages 0-5 were recruited and trained to care for young children
- Fourteen family child care providers now caring for 196 children ages 0-5 are in the process of becoming accredited by the National Association of Family Child Care
- Eight mentors have been trained and have assisted 25 new and established family child care providers in need of assistance



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- Based on information gathered from evaluations and by observation during home visits by project staff and by results of scores on the Harms Clifford Environmental Rating Scale all participating family child care providers in the Recruitment and Training Program are more professional and aware of safe, supportive and stimulating environments for children with varying needs. They have learned to communicate well with parents and understand that they are providing an important service and have made adjustments to better serve families with children ages 0-5
- Children's developmental needs are being tested by the use of a countywide screening tool, Ages and Stages Questionnaire, that will assist in identifying any gaps a child may exhibit. Referrals are then made to a Child Development Resource Teacher who works with the child care provider to increase their skills and ability to plan appropriate activities that will address these gaps
- Eight children have been referred to a resource teacher as a result of the Ages and Stages Questionnaire
- Outreach activities have created a 33% increase in the use of the toy and resource library by child care providers and parents according to documentation collected at the time of their visits
- Additional items were purchased to enhance the library, specifically multi-cultural and special needs items and resources

### **Sierra Nevada Children's Museum - KidZone**

The major accomplishment during this time period was that we completed construction of the KidZone! This is a structure that provides an indoor developmentally appropriate children's play, and family activity area during the winter months when snow covers the Sierra Nevada's. The KidZone was finally able to open its doors to the public on June 5<sup>th</sup>, 2002. The construction process was much more time consuming and expensive than expected, so the completion of this process was truly exciting and required a great deal of perseverance on the part of all concerned. Since the day we opened, children and their families have been pouring in the doors in much greater numbers than expected. Word of mouth spread the news and an article in the local paper at the end of June has really got the ball rolling. As of June 30, 2002 approximately 508 people had visited the KidZone, with 290 of those being 0-5 years of age. This numbers are much higher than we anticipated during these beautiful summer days, and indicate to us that our wintertime usage will be quite high.

A key aspect of our success in opening the KidZone was a major "home stretch" effort to rally community support behind the project, both to raise more funds and to complete work on the structure. We were amazed throughout the KidZone construction process by the level of community support for this project and we take that as a strong indicator of the need for this building. Some of the highlights of the support we received include:

- A fundraising drive spearheaded by Sierra Nevada Children's Museum staff, Children's Collaborative staff, and community volunteers. This effort included public outreach to possible donors via mailings, presentations to Lions Club, two local Rotary clubs, Truckee Optimist Club, Nevada and Placer Children and Families Commissions, and other local service organizations, as well as solicitations to some local foundations. As a result of this

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final effort, over \$100,000 were raised above the initial \$350,000 needed for the project. One highlight of this effort was a fundraiser held in conjunction with a local restaurant that raised over \$4,300 in a single evening. While parents dined on a specially priced Chef's dinner at the restaurant, their children were being lovingly cared for at no cost at the KidZone with the help of local childcare providers and parents who volunteered their time for this event. This event demonstrated the broad based civic support and commitment of many individuals to this effort.

- As the days went by, we realized that community volunteers could complete some aspects of the construction process. Over the course of six weeks, volunteer work parties were held each Saturday morning. Parents and others volunteered their time to paint, sheet rock, install tile, clean and more, while their children were being cared for at the State Preschool on the KidZone grounds by other parents and volunteers. Over 60 people participated in this major effort.

The Sierra Nevada Children's Museum is well accustomed to providing fine motor skill and cognitive development to the children of our community, and our new space in the KidZone has many opportunities for such exploration. The SNCM focuses on the "whole child" and encourage a child's independent imaginings. We now have a focused art area in which children and their parents are encouraged to create both guided art projects, and pure experiential art. However, our art area is not the only place that a child can develop their fine motor skills. Our "Corner Grocery" allows a child to play the part of shopper, stocker or cashier. Children can practice sorting and ordering while they are putting away food items. Older children use math and organizational skills, while they create a pretend grocery list, shop or run the cash register. Our Emigrant Trail exhibit engages a child in many ways. Young children are able to not only dress up in period clothing, and physically explore our child-safe covered wagon, but they can also make a hand-tied rag doll, or other period crafts. In doing this they stimulate both hemispheres of the brain, fine and gross motor skills. They also engage cognitive reasoning, as they learn about and comprehend the world around them. These children will also learn to interact with older children, who are utilizing the same exhibits for their own age-appropriate activities, such as the interactive Oregon Trail computer software.

Usage of these exhibits thus far has been very high; virtually every child that has come into the KidZone has accessed both the play area and the SNCM exhibits. We are currently documenting this usage through pictures, video and by collecting examples of the artwork completed by children, all of which demonstrates fine motor development in process. An important addition to our exhibits has been the posting of informational notes to parents throughout the exhibits. These notes explain the type of skills that any particular activity is stimulating in a child. This helps parents understand the importance of children's "play," and gives them ideas for activities to pursue at home.

Children have many opportunities to interact with one another throughout the KidZone. They negotiate their needs while sliding and climbing, as well as discovering how to communicate, cooperate and share. The SNCM provides opportunities for dramatic play in our new theatre, and this is always more fun when children work together, and create impromptu productions. Children interact in the Water play exhibit using physics and earth sciences and learning about our natural environment with their peers. More than anything, they have many chances to have fun and laugh with their friends, new and old. Caring volunteers, staff and parents guide children

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through these relationships and model kindness, compassion and conflict resolution. Children are drawn to the KidZone as the fun place to go and play, which was our goal!

## **The Breastfeeding Coalition**

- Two trainings for health care professionals were held: 40+ attendees.
- Began Breastfeeding Clinic in November 2001. Offered every Friday for 6-7 hours.
- Toll free information line (warm-line) expanded to include services to Placer County residents in July 2001.
- Clinic and warm-line advertised to pregnant and delivering women in Placer County at the following locations:

Health care provider's offices  
Chapa-de Baby-Luv program,  
Child birth ed classes  
Placer County Community Health  
Child Abuse Prevention Council's  
Home First Program  
Head Start Programs,  
Sutter Auburn Faith Hospital

Sutter Roseville Medical Center  
Kaiser Prenatal Clinic  
Kaiser Hospital  
and other agencies throughout the county.

- Outreach to health care providers regarding warm-line and clinic.
- Distribution of books ("Medications and Mother's Milk" by Thomas Hale, PhD and "The Breastfeeding Answer Book" LLL) to OBGYNs, Pediatricians, and Family Practice offices as part of previously mentioned outreach.
- Participated in the Human Race for fundraising and outreaching.
- Participated in Outcomes Fair sponsored by Children and Families Commission of Placer County.
- Participated in WIC's Health Fair (2001 and 2002).
- Partnered with the Family Cooperative Project in offering of Breastfeeding Clinic with FCP services being offered to clinic participants.
- Collaborating with both hospital immunization programs, CHIP and Baby track, to track statistics regarding extended breastfeeding rates.

## **Mental Health Collaborative (Early Childhood Relationship Support Project)**

This is a collaboration with various agencies and different funding sources to increase the capacity of the local mental health system's ability to serve young children. In 2001-2002 three levels of service were delivered in community settings and programs where children and families spend their day; Promotion of positive asset based parent-child relationships; preventive intervention services for families who are at risk for later relationship difficulties; and treatment of relationship disturbances among children and families. Our accomplishments for the report period are as follows:

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- A Service Delivery Model was developed by multi-agencies for access and collaboration in service delivery.
- A multi-agency Study Group was held monthly to discuss topics relative to Infant/Family Mental Health. The major providers of early childhood services attend.
- Trainings were held in a large group and in single agency groups to discuss and design multi-agency service delivery implementing the relationship support project services.
- The Infant/Family-Relationship Based Services to families included the participation of the major service providers in a collaborative approach.
- The relationships and support between the multiple agencies providing services to co-enrolled families has resulted in increased quality of services to families.
- The Early Childhood Relationship Support Team provided weekly on-site visitations to assist childcare providers, agency staff, and parents, with creating an environment that promotes engaging interactions; positive adult/child interactions that will promote positive social-emotional development of children. The Team provided consultation and education about relationship based service delivery. The Team provided treatment services to children and families.

## **Tutor Totter Preschool**

Updated Playground Equipment: We purchased five, new tricycles and many new playground toys. These have significantly improved the safety of our playground (no more rusted axles, etc.) They have also fostered teamwork playing. Enhanced Learning Materials: Student workbooks were purchased for our “Pre-K” class. The children are actively using these and their comprehension of pre-kindergarten basics is measured by simply reading the texts, easily measured by their progression through the texts. Scholarships: Although we tried to award more, only three scholarships were awarded to Tutor Totter families this year. Our Board determined the requirements that a family was to meet in order to be eligible for tuition scholarship – these closely resembled those set by the public schools for their free lunch program. It is our prime objective to utilize the balance of the remaining Prop 10 money this year for as many scholarships as possible.

## **First Baptist Church of Tahoe City**

Expanding and enhancing our facility has enabled us to increase capacity for our licensed day care from 45 children to 96 children. Additionally it has been an asset to upgrade our facility to be handicapped accessible so that we can provide inclusive programs for both typically developing children and children with special needs.

Computer availability and education. Through Proposition 10 we purchased 4 computers, a printer/scanner, and educational software. This allows children to develop their computer skills and work on alphabet, reading, science, and math skills. It also fills a need for their parents. The local library computer room is only open one evening and one weekend day.

Fenced in playground and play area. We installed 5 foot fencing around the playground and two grassy fields. This keeps the children safe. It also allowed us to meet the Department of Social Services requirements for enclosed outdoor space for 96 children.

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Stable Families and Children Ready for School. We interviewed teachers from Tahoe Lake School and Creekside Charter School. We asked them to identify skills and behaviors they would like to see us work on to prepare children for school. We implemented their suggestions into our programs. We also used the Placer Outcome Screen to evaluate, and to discover methods and resources to bring about changes and make referrals as appropriate. Both of these were new strategies for us and they helped us to clarify and prioritize our efforts to serve the 0-5 population.

## **Kings Beach Family Resource Center**

Since opening our doors in June 2001, the Kings Beach Family Resource Center has grown at a rapid rate and has become a fun gathering place and new asset for the community. The center has been active with parents using the building for events, classes, child enrichment programs and support groups. We have served over 700 community members.

Parents are actively involved in FRC program design. They have many ideas on how to improve services and better meet the needs of the community. Families are connected to supportive resources and are being served in a more comprehensive way, as a result of Kings Beach service providers collaborating, improving lines of communication and integrating services.

Children (0-5yrs old) are participating and benefiting from enrichment activities that support and promote healthy brain development. Some activities include:

- Mommy and Me Jr. Classes / 16 moms and children
- Spanish Speaking Children's Story Time / a participation of 8 kids between the ages of 3-9 years.
- Spanish / English Family Music Nights / an average of 60 families participated in this program.
- Early Head Start Monthly Family Socializations / 18 families have participated on a monthly base.

Parents are increasing their parenting skills and creating supportive networks by participating in classes at the Family Resource Center. Some classes include:

- English / Spanish Active Parenting Classes / 16 parent participants
- ESL / Spanish Classes / Over 50 students have attended
- GED Class / 15 students with an additional (6) individuals as a study group.
- Nutrition and Health Class / in collaboration with the Tahoe Forest Hospital have been able to run programs like Dar A Luz and Comenzando Bien, over 20 pregnant women participated.

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## **Child Abuse Prevention Council of Placer County – HomeFirst Program**

The Child Abuse Prevention Council's HomeFirst program served families with children age 0-5 in the communities of Auburn, Roseville, Foresthill, Lincoln, Sheridan, Loomis and Colfax in the 2001-02 program year. The HomeFirst program provides in-home family support services that focus on child development and include parent education, parent-child nurturing activities, nutrition education, and healthcare access including linkage to Public Health Nursing services. Families in the program receive assistance in accessing prenatal and primary health care and immunizations, so that every home is a "medical home." In 2001-02, HomeFirst assisted with a total of 387 immunizations and 314 well-baby checks. Families are identified through prenatal, hospital and community screenings and referred to HomeFirst by a variety of sources including local hospitals, health clinics, Public Health Nurses, physicians, schools and Head Start programs. Levels of service intensity are determined individually according to the needs of the family, but generally begin with weekly scheduled home visits. Currently, 78% of all HomeFirst cases are visited on a weekly basis.

Our experience suggests that the program will have a significant impact in reducing child maltreatment and enhancing parental capacity. Home visitors serve a monitoring function; their very presence may decrease the likelihood that parents will abuse or neglect their children. To date, data shows increases in medically managed homes and family support networks and improvements in home environments, positive relationships, and parent satisfaction. Statistics show that program participants are securing the necessary health care for themselves and their child. At least 90% of the participants are up-to date on childhood immunizations, are keeping appointments for well-baby check-ups and have identified an appropriate and stable source for their medical care.

## **Superior Court of California, Placer County: High Conflict STEP Calendar (Family Law Court)**

Participation in the CFC Partner Network Outcome Faires that are open to the community to allow them hands on information as to how the Prop 10 money is being spent in their community. STEP Program was refunded for a second year by going to a commission meeting and putting on our display and talking to each commissioner and explaining what our program is doing and how it is positively effecting children.

Our program went from zero families to having a total of 133 participants enter the STEP Program. Each family is screened using the Placer Outcome Screen forms. These families receive a case manager, therapy assessments, home visits, supervised exchanges, conflict resolution classes and scheduled court appearances where they are given a court ordered parenting plan in the best interest of the child and then monitored for compliance. The STEP program has achieved our goals of less litigation over the same problems around custody and visitation, getting the parents centered on their children and not themselves, assessing the families for mental health issues, substance abuse problems and issues that are causing conflict and harm to their children.

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## **Superior Court – Family law Facilitator**

Major accomplishments: During fiscal year 2000-2001 we have served approximately 1,956 customers with children ages 0-5. Approximately 142 of these customers received mediation services, assisting parents with making agreements on child custody and visitation, support, or other issues which were causing conflict between the parents. Approximately 620 customers appeared to receive help with obtaining court orders for custody and visitation. Approximately 312 customers appeared to receive help in obtaining or changing child support orders. After considerable struggle, an outcomes data form was created which was usable in the context of the services provided by this office.

## **U.C. Cooperative Extension - Nutrition Coalition**

*The Nutrition Coalition* is a collaborative effort between University of California Cooperative Extension, Placer County WIC, Placer Community Action Council-Head Start, and Community Resource Council, Inc. *Nutrition Coalition* has one major goal: To encourage the healthy growth and development of children in Placer County through improved education, outreach and resources to families with children aged 0-5. In its first year it had five objectives for families: 1) To increase consumption of fruits and vegetables 2) To share more family meals 3) To make fewer and better fast food choices 4) To encourage physical activity 5) To promote the benefits of breastfeeding.

**Nutrition BEST** is the brand name used to identify all of the educational efforts of the Nutrition Coalition. We used a holistic approach to educate parents, children and families as well as other community members and organizations that are involved with children prenatal to five years old. We have especially tried to reach areas of the community that are in the most need or have been excluded from past nutrition education programs. **Baby Bank Nutrition Program** is the emergency food and nutrition component of the coalition geared to low-income families with infants 0-12 months old. Baby supplies are coordinated, housed, and distributed by the CRC and the nutrition education and consultation is supplied by **Nutrition BEST**. The *Nutrition Coalition* has been effective in not only expanding the knowledge base surrounding nutrition but also integrating resources and bringing together different perspectives, all of which help to improve the program, its delivery, and ultimately healthy childhood development.

By providing education and support to families and the community **Nutrition BEST** is supporting **Placer County's Strategic Plan** in many ways.

- Strategic Result #1: Improved Family Functioning:

Community events have been promoted to bring families together for celebration, play and learning around the theme of health and nutrition. Family communication has been promoted and enhanced through education on the value of family mealtimes. The enjoyment of learning has been promoted through workshops and children story books on nutrition and food along with fun nutrition activities. Education on child nutrition and related skills such as, making baby food at

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home, cooking healthy meals, and promoting physical activity to improve family functioning. Through the **Baby Bank Nutrition Program** families are provided resources and supplemental supplies to free up financial resources needed to meet basic needs.

- Strategic Result #2: Improved Child Development:

Parents are provided knowledge and education on the importance of proper nutrition as it relates to healthy brain development and learning. **Baby Bank Nutrition Program** clients are provided appropriate nutritional food and information on healthy food practices for infants and young children. Training, support, resources and materials are provided to childcare professionals about child nutrition to support high quality childcare and improve the nutritional quality of meals and snacks.

- Strategic Result #3: All Children Are Healthy:

Families are provided knowledge about child nutrition that not only optimizes the health of children but of all family members. Mothers are encouraged to breastfeed their infants at least to six months of age, receive helpful information, and referred to the Breastfeeding Coalition for additional assistance. Pregnant mothers are educated on good nutrition that will support the birth and growth of healthy infants. Childcare and healthcare professionals are provided with nutrition knowledge and resources that they can pass on to children and families they have contact with. Nutrition outreach, education and services have been provided to an ethnically diverse population and those who reside in pocket areas throughout Placer County.

- Strategic Result #4: Comprehensive Child and Family Partnership:

Collaboration has been increased through partnerships formed throughout Placer County. By working with other agencies and organization families have better access to nutrition information, education and training. Innovative approaches to serving and educating families have been created through workshops, demonstration, hands-on activities, publications, interactive web-pages and a consultation warm-line. Family input received through testimonials and evaluations has helped to direct program delivery. The community at large has been informed about the importance of early child development and implementing healthy nutritional practices.

## **Chana High School Teen Parent Support Program**

We served teen parents and their families and the families with 0-5y/o children of students attending the Educational Options Programs at Chana High School. With the funding received we were able to offer more educational choices for our young parents (Independent Study, GED prep) and support services to enable their success. We had an Outreach Worker, purchase a van for transportation and added counseling, referrals, enrichment activities for both parents and children 0-5y/o. Almost all of our pregnant students were able to complete a Childbirth Class. We assessed all infants and toddlers using Ages and Stages; followed up with appropriate resources as needed based on the assessment. We had seven teen parents graduate this year and



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credit the high number to their hard work and the availability of support through our program. All of the infants born this academic year were healthy with good birth weights.

## **PCOE Consolidated Special Needs Project**

The PCOE Consolidated Special Needs Project enabled special education service providers to promote improved child development for students with mild through severe disabilities through enhanced service delivery, increased opportunities for parent participation, and improved facilities. Eleven Special Education Teachers and support staff members utilized resources provided through the project to address specific student needs and enhance instructional strategies.

Children were provided with assistive technology and adapted equipment designed to increase their level of independence, interaction and communication with peers, and access to curriculum and school environment. Items purchased ranged from an adapted tricycle to promote independent play, specialized software to promote communication skills, FM systems to ensure continuous support for students who are deaf or hard of hearing, and materials designed to assist students with motor-planning and sensory deficits.

Children were also able to benefit from the additional services provided to their parents. This included an expanded parent education program and availability of resource materials. The project also provided for the purchasing of equipment designed to provide parents with accurate, clear, and timely information related to their child's progress and development. This included the use of video equipment to provide parents with direct information related to their child's skill development, their interaction with their child, and effective instructional strategies.

All of the eleven staff members involved in this project were able to begin implementation of their portion of the project, with ten of the staff members able to fully implement their portion of the project during the 2001-02 school year. Through their efforts 161 families with 0-5 children were served. Participation in the "Outcome Faire" provided staff with a unique opportunity to share and highlight the success of this project. In addition to providing an opportunity to highlight progress and accomplishments, the Outcome Faire strategy provided staff with the opportunity to network with other partners. Of note are emerging partnerships with ARC Placer infant Development and PCOE Child Care Services.

## **Kids Involuntarily Inhaling Secondhand Smoke (KIISS)**

KIISS has served a wide range of children and their family members both directly and indirectly. Through presentations to health nurses and other educators such as the Child Abuse Prevention Council, WIC, HeadStart and others, KIISS has trained roughly 100 people in how to spread the KIISS message. KIISS has made face-to-face presentations to approximately 500 – 600 families at fairs like WIC, the Rocklin Jubilee, and the Auburn Rodeo. KIISS has also distributed 2,700 KIISS Kits to various organizations and hospitals throughout the county. Finally, KIISS has had five articles on the dangers of secondhand smoke placed in the major newspapers throughout Placer County. Based on each papers circulation, this results in roughly 56,207 impressions. 2001 – 2002 has been a very productive year for KIISS. After designing and producing our

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KIISS Kit and KIISS exhibit, our major accomplishments included exhibiting at in five public events and making presentations to ten programs where staff who work with the 0-5 population and their families.

KIISS has received exceptional feedback on all its programs, and is continually receiving requests for additional pamphlets and for our participation in fairs and presentations. It is the actual hands-on contact with children and families however, that is the most rewarding. One child at the Auburn Stampede, in response to our smoking-car display said, "That looks like your car daddy!" One mother wanted to know how many hours of exposure to secondhand smoke was okay for her baby, and another mother was shocked to discover that secondhand smoke and the incidence of SIDS were related. It is events like this that KIISS hopes will facilitate conversation and social change so that parents will no longer smoke in the home and car when children are present.

KIISS anticipates that the future will bring further presentations at fairs and public education venues to continue distribution of KIISS Kits. KIISS is also currently expanding its contact list to include all private physicians in Placer County, as well as home owners/rental associations and car dealers. KIISS' collaboration with various Placer County organizations continues to grow, increasing KIISS' level of exposure and allowing these groups to further spread the KIISS smoke-free home and car message themselves. This year has resulted in an overall increased capacity to provide KIISS services to a wider range of contacts with more diverse populations and more direct community involvement

### **Western Placer Unified School District (WPUSD) – Preschool Program**

- Strategic Result #1 – Improved Family Functioning: WPUSD has improved family functioning by providing parenting classes twice this past year using the Active Parenting Program curriculum specifically for families with children 0 to 5 years old. The district has also provided mental health counseling for children in the range of 0 to 5 years.
- Strategic Result #2 – Improved Child Development: WPUSD offered a six-week summer kindergarten readiness class for children who had never attended preschool. All incoming kindergarten students to the district were required to receive the Ages and Stages Questionnaire. This provided an evaluation to determine a class list for the summer program. At the end of the summer session, students in the class were required to be reevaluated again to ascertain growth from the program. Also, the Placer Outcome Screen (pre and post) was used for program evaluation. The outcome of this program was very successful. Also, community liaisons met with local daycare providers to share information about resources and support available to them by the school district in regards to mental health and other services.
- Strategic Result #3 – All Children Are Healthy: WPUSD provided mental health counseling for children 0 to 5 years old. Trained interns met with local childcare providers to share resources and available counseling from the community resource center.

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- Strategic Result #4 – Comprehensive Child and Family Partnership Competencies:  
Collaborating with Placer County Office of Education Child Care Services a successful workshop was provided to local childcare providers to assist with summer ideas for their program. Also, WPUSD met monthly with the early childhood consortium to share ideas and resources for the first prekindergarten class.

### **Sutter Auburn Faith Hospital Foundation - Baby Track Program**

The overall goal of this program for 2001-2002 was to improve immunization rates by tracking every one of the five hundred babies born per year at Sutter Auburn Faith Hospital. The anticipated outcomes of this tracking is that the population of children born at the hospital will live healthier lives and are up to date on all immunizations, and that parents are more knowledgeable about (and use) community resources for better nutrition, availability of health care, and children's health insurance. The following are our accomplishments for the reporting period:

- Developed computerized database and reporting methods/forms to track immunizations.
- Created "Tracking Form" to collect data by phone survey.
- Enlisted help of volunteers to phone mothers and trained them on content of calls.
- With database and volunteers we have outreached to almost all mothers, who gave birth at SAFH.
- Have been able to effectively teach parents about immunizations. Have had success changing parent's minds to go ahead and immunize when they had previously thought not to immunize.
- Have helped the Hispanic community access services such as WIC.
- Currently educating Hispanic parents about breast-feeding.
- Have become known in the community, and groups are seeking Baby Track out to give presentations. Presentations given to Placer county Perinatal Team and various community boards, with future presentations at Teen Parents and Fathers Group.
- Our immunization rate for the year is averaging 92%.

The program made over 80 referrals to community services and programs. And to Placer County Health and Human Services.

### **UC Cooperative Extension - Ready to Succeed Program**

The **Ready to Succeed** Program supports the Strategic Results established by the Children and Families Commission of Placer County. Through holding community and informational workshops and meetings, participating in community events, providing newsletters and educational materials and creating our new interactive web site, we have accomplished the following:

Children are:

- being read to more often
- spending quality time with their parents

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- developing their literacy skills
- benefiting from the knowledge their parents are acquiring
- better prepared for entering kindergarten and for school success and having fun!

Families have:

- an understanding of the importance of promoting their child's early literacy development and their role as their child's first and foremost teacher
- strategies/tools to develop and enhance early literacy development and kindergarten readiness
- a new book to take home at the end of the workshop
- a way to spend quality time together in a positive and nurturing way
- established supportive relationships between parents attending the workshops
- an outlet for actively engaging in and sharing information with each other
- better access to information and education on early literacy

Communities are:

- more informed on the importance of early literacy development
- more supportive of families and activities that promote early literacy and healthy development
- more informed on strategies to support early literacy and kindergarten readiness

## **Advocacy, Resources, and Choices (ARC) Placer Infant Development Program**

Funding to purchase developmental toys enabled Early Intervention Staff to develop the relationships and facilitate the learning experiences/activities for children with and without special needs in the community child development programs.

Throughout the year, children with special needs and children with typical development increased their developmental skills and relationships. The children received guidance with their interaction with developmental toys and their interaction with each other. Families and caregivers increased their abilities to facilitate a child led, developmentally appropriate approach to learning experience/activities.

All children had, and continue to have enriched developmental activities for them to actively initiate and explore. Children with special needs and their families and caregivers were supported in their everyday routines, relationships, activities, places and partnerships.

## **Placer Multi-Disciplinary Interview Center (M.D.I.C.)**

Placer MDIC served a total of fifty-eight (58) children, ages 0-5, over a 12 month period, by way of interviewing the child as an alleged victim of felony child abuse, or as a member of the family/household who received services through MDIC by a parent/caretaker who was assisted by the members of the investigative team (ACCESS, law enforcement, district attorney, county

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counsel, child interview specialist, and or the victim/witness advocate). The family members, who are usually in crisis during the investigation, have an opportunity to discuss the case and meet with the individuals with whom they will most likely be involved with over the course of the case. MDIC offers an integrated system of care for the child victim, as well as their family during the course of a child abuse investigation.

Since the receipt of the Proposition 10 grant, the Placer MDIC program has been enhanced tremendously. MDIC has been able to move to a new facility which is much more spacious and offers natural light thereby offering a better family waiting and children's play area. The Placer Sexual Assault Response Team (SART) Coordinator has co-located in the same building with MDIC. The SART team provides for the evidentiary medical exams of child abuse victims. The co-location has allowed these two closely related programs, both under the administration of the D.A.'s Office to collaborate and provide mutual program support, which, in the past has been difficult to accomplish from separate locations. The new Center now has state of the art camera and recording equipment, child friendly furniture and murals, new family waiting area furniture, and new training, and conference/meeting furniture.

Another major accomplishment for Placer MDIC since receiving the Proposition 10 grant has been the addition of a full-time clerical support person to assist both the MDIC and SART programs. The addition of the clerk position has enhanced the efficiency of the MDIC tremendously. It has allowed the Coordinator to concentrate on program priorities such as liaison with collaborative agencies, training and technical assistance for those agencies, and continued monitoring of all child abuse cases that are handled by MDIC and SART.

## **5. STATUS OF REPORTING AND DATA COLLECTION:**

*"Evaluation will be approached as a continuous learning opportunity to improve services and outcomes. This will be done in a partnership between the CFC and its Partner Network in order to discover the best approaches to achieving and sustaining comprehensive child, family and community outcomes, rather than as a means to control or coerce services delivery partners."*  
Placer CFC Plan August 2000.

The CFC Partner Network is in its second year, and much like a child of the same age, it is in a formative stage. Life issues facing families are increasingly complex. The CFC Partner Network mirrors this complexity in that it consists of many unique, interdependent parts. The introduction of evaluative feedback loops to transmit outcome data throughout the network creates a special kind of interdependency that links the partners together into a functioning whole. We view outcome data information exchange as a form of communication that passes through boundaries in any part of the network.

The Commission partners with the Placer Institute to provide assistance to the CFC and its Partner Network in their efforts to promote outcome-based evaluation and decision making and to integrate evaluation thinking into the entire Prop. 10 funded Partners Network. Our goal is to provide the resources necessary for the network to evaluate their own activities.

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As stated in our strategic plan, evaluation is seen as “learning opportunities”. The feedback loops currently under construction are designed to give outcome information back to the formal and informal system in at least three ways: 1) To the client or consumer in “their time;” 2) To the community, and 3) To external agents such as the state CFC. Our goal is to create a sustainable system of evaluation and learning from outcome data that will not be dependent upon Prop. 10 funds, but become part of the culture of the early childhood development and family support community in Placer County.

Currently, all partners in the network have at least one core outcome (a behavior and/or condition) for their program and a corresponding performance measure (outcome data). A variety of instruments and approaches to track, measure and report outcomes are in place. Over the remainder of the 2002-2003 fiscal year, CFC staff, Commissioners, community members and the Placer Institute will follow-up with each partner in the network to analyze and learn from the data that is being collected.

The following are examples of anticipated outcomes and performance measures for a few of the CFC Partners (some of which are not listed in previous portions of this report):

### **Placer County Office of Education - Hanen Program**

Through the “Hanen Program for Parents” parents of children with Autism Spectrum Disorders will obtain knowledge and abilities to positively influence their child’s communication skills. These skills serve to improve child/parent interactions in a variety of settings and enhances the child’s development.

#### Outcome:

- Parents of students with autism spectrum disorders will have the knowledge and skills to positively influence their child’s communication skills and thereby improve their interactions in a variety of settings. This will be accomplished through the development of enhanced observational skills and knowledge of positive child development experiences that will support the healthy growth of their child.

#### Measures:

- Parent developed “Action Plans”
- Parent completed “Session Feedback” Forms
- Parent completed “Final Reflection and Evaluation.”
- Instructor-Parent reviews of child-parent interaction and progress utilizing video taping.
- Session sign-in logs
- Develop a summary report that tells the story of implementing the various aspects of this initiative.

### **Waldorf Live Oak School**

To provide a series of the successful parenting seminars featuring noted speakers on brain development. The seminars are provided for parents, educators, child care providers and health care professionals.

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Outcomes:

- Children will have greater neurological development, coordination, and meet speech-developmental milestones.
- Parents will better understand the needs of their child.
- A network of support will be provided for parents and childcare providers.

Measures:

- Participant surveys for both parents and providers.
- Return attendance will be tracked.
- A follow-up workshop questionnaire.
- “Next Event” surveys.

## **Advocacy Resources & Choices (ARC) Baby Steps Program**

Services are provided to the infant toddler population through a child development center. A core element is a “Community Playgroup” that provides opportunities for developmentally appropriate interaction between children with special needs and their parents in an enriched learning environment. The program also provides all families served with a network of support through an integrated partnership of formal and informal care.

Outcome:

- All families served are supported in becoming knowledgeable and competent in child nurturing, child interaction, child learning, and parenting skills that promote positive child development.

Measures:

- Complete an Ages & Stages Questionnaire with the parent for children in Early Head Start and ARC Placer Infant Program families in the Baby Steps playgroup initially and every six months to indicate developmental progress.
- Document parental participation through attendance records and evaluation and satisfaction rosters for all participating agencies.
- Complete staff satisfaction surveys on a quarterly basis.
- Complete pre and post program outcome screens for infants and children served.
- Develop a summary report that tells the story of implementing the program.

## **First Congregational Church of Auburn**

Provides developmentally appropriate parenting classes for the community.

Outcome:

- Parents who participate in these classes will have and use developmentally appropriate parenting skills and knowledge.

Measures:

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- Records of parents attending classes-further broken down by demographics as well as percentage of parents of children ages 0-5.
- Benchmark surveys completed by parents at the beginning of the first training session.

### **California Shock/Trauma Air Rescue (CALSTAR)**

CALSTAR) purchased emergency medical helicopter transport ventilator equipment suitable for infants and small children and provided training in its use.

#### Outcome:

All neonatal transports in Placer County have access to the Cross Vent IV ventilator resulting in the very best and most expedient emergency medical transportation and treatment possible.

#### Measures:

- Develop a summary report that tells the story of adding these ventilator services.
- Track number and ages of children transported and summarize the medical outcomes associated with using the ventilator.

### **REPORTING PROCESS:**

We have not required that the CFC Partner Network provide monthly or quarterly reports. Instead we are asking that they focus their energy on delivering results-oriented services and collect qualitative and quantitative outcome data. Also, since data is no good if you don't use it, we encourage all partners to present their data and participate in "learning conversations" with the aim of applying this learning to improvements in policies and services for the 0-5 population.

All partners make a report to the community, however, by participating in "Outcome Faires." At the faire each partner sets up a display that gives information about the agency, its goals, and services, anticipated outcomes, the data collected and anything they might have been learned.

The power of a network expands exponentially as more people are added to the network. Therefore, the idea behind an Outcome Faire is to provide an interactive real time opportunity for the community and the CFC Partner Network to:

- See and understand what is going on with Proposition 10 money in Placer County.
- Provide an opportunity for the CFC Partner Network to make new connections and/or recharge existing ones.
- Provide a safe, fun environment for families of children 0-5 to interact with each other and learn about the resources available to them through the partnership supported by the CFC.

It is our intention to participate whole-heartedly in the statewide evaluation of Proposition 10 while maintaining an emphasis on creating meaningful, sustainable timely feedback loops to learn from data and apply that learning to the early childhood development and family support systems in Placer County.



## **Summary of Innovative and Promising Practices**

*Purpose: This section allows your commission to highlight the programs that you feel have promising results addressing the needs identified in your strategic plan.*

### **1. Program Highlights:**

Similar to the section on our accomplishments, there were no activities undertaken by our Partner Network in 2001-2002 that were not innovative or promising. In this section there is a sampling of the CFC Partner Network's highlights of the 2001-2002 fiscal year.

### **Placer County Office of Education Child Care Services**

High-quality child care in both family and center settings is important for both the child and the parents. The goal for the child in quality child care is to foster total development rather than to provide only custodial care. The goal for parents is to provide information about child development and appropriate activities as well as continued opportunities for involvement and communication. Weekly early care and education workshops are scheduled on a variety of topics pertaining to children ages 0-5 and are free to parents and providers. The information shared at these workshops helps participants improve their environments for children to ensure they are safe and healthy, at home and in child care. Children are screened using the appropriate Ages and Stages Questionnaires to identify any gaps in development and to provide parents and providers with the tools to strengthen these skills. Child Care Providers' environments are evaluated using the Harms / Clifford Environmental Rating Scale. The use of this tool will assist providers to evaluate and enhance their child care programs so that children are in quality environments. An on-going support system is in place to answer questions and to assist parents and providers with child care and child development needs and concerns. The resource library has been enhanced with materials that can assist parents and providers with a wide variety of needs. Multi-cultural and special needs toys and resources are among the many items purchased with the Prop 10 funds.

### **Sierra Nevada Children's Museum – KidZone**

As our weather turns, we expect even more people coming to the KidZone, especially from Placer County. The areas of the North and West shores of Lake Tahoe, as well as Donner Summit and the I-80 corridor communities have very little to offer their citizens of the scope of activities that can be found at the KidZone. In addition, we will plan more classes and programs to appeal to and serve these populations.

We have instituted a monthly "Parents Night Out", where we provide low-cost childcare at the KidZone with the help of local care providers. This allows frazzled parents a chance to reconnect with one another, ultimately leading to healthier, happier families.

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Children from King's Beach will be visiting the KidZone once school starts via transportation provided by the Kings Beach Family Resource Center. Because of family transportation issues, many of these children would not otherwise have the means to access the KidZone.

Word is spreading about the KidZone and many local groups are now using the facility including: Tahoe Women's Services, La Leche League, Sierra Nevada Children's Services, Kings Beach Family Resource Center. The Latino Advisory Committee, and the Community Collaborative of Tahoe Truckee.

What follows are some of the comments or "stories from the field" we have received thus far from children and parents. More than anything else, these words speak to the success thus far of the KidZone. In the future we will have even more first hand accounts of the impact of the KidZone on children's lives.

- *"Mama, it's in Spanish!"*

*A young boy exclaiming in delight at seeing the KidZone membership application in Spanish for his non-English speaking mother, so she would not feel demeaned.*

- *"Two hours and my kids haven't fought with each other. That, in and of itself, is a miracle."*

*Who else? A mother!*

- *"I wish we had something like this when we were little."*

*Local teens checking out the facility.*

- *"My Mom rocks!"*

*A young child as his mother arranged, via the Family Resource Center, for a sponsored membership for their family.*

- *"Querido KidZone,*

*A mi gustaron los trages me gusta pescar y me gusta la tiendita y todos jugamos en el parque. Gracias por un buen dia." Jony, July 22, 2002 – English Language Literacy Instruction group*

- *"The playstructure is grate. The costumes are cool. The wagon is grate." (sic)*  
*Comment card*

- *"This facility is wonderful. It addresses the whole child – physically, socially, and emotionally. Thank you!"* *Comment card*

- *Inquiries from residents of three other California counties (and a Montana resident!) as to how they might go about starting something similar for the children and families in their areas.*

## **Mental Health Collaborative (Early Childhood Relationship Support Project)**

A multi-agency collaborative Infant/Preschool/Family Mental Health system (The Early Childhood Relationship Support Project) was developed to provide Infant/Family Mental Health (relationship based) services in the child and families community settings. Three levels of service were provided in community settings, where children and families spend their day:

- Promotion of positive/asset based parent-child interaction/relationships
- Preventive Intervention services for families who are at risk for later parent-child relationship difficulties
- Treatment of relationship disturbances/difficulties in children and families.

## **Tutor Totter Preschool**

Our Prop 10 award has been such an incredible experience for Tutor Totter. Our children are utilizing new educational toys, both within and outside the classroom, and expanding their minds with new innovations and ways to make learning fun.

Perhaps the most significant is our use, albeit not as much as we wished, of the scholarships. Three families applied for and received the scholarships, and their children truly benefited from our program. One child in particular exemplifies the significance of the scholarship program. “Johnny” has Downs Syndrome and although his mother dedicated an enormous amount of her time working with him, Johnny needed socialization and a more “structured” learning environment. His mother needed some time for herself. She applied for and received a scholarship. Johnny received music education, art (he could finger paint to his hearts content) a safe outdoor play environment (he was an “escape artist” so we continuously watched him!) and maybe most importantly, Johnny played with children his own age. Over the course of the school year, we all celebrated Johnny’s accomplishments and were pleased that we could offer his mother a small amount of “free time”. We are sincerely hoping he returns this year as a scholarship recipient.

## **First Baptist Church – Tahoe City**

Parents’ Night Out. This program provides childcare from 6-10 PM on Friday evenings. It is designed to help parents spend time together working on their relationship without the children around. It also provides a break for single parents. This program was held the first Friday night of the month during the school year and nine Friday nights in a row during the summer. This meets a huge need in the community. When the parents drop off their children they seem tired. When they pick the children up they are happy, relaxed, and grateful. One mother with four children said to me, “I don’t think I would still be married today if it weren’t for Parent’s Night Out.”

My Morning Out. We changed the name from Mother’s Morning Out to My Morning Out this year. Mothers used to be the primary caregivers for young children. This is no longer the case. This program is held on Tuesday mornings from 9-noon during the school year. We sing songs, read books to the children, feed them a nutritional snack, have structured and unstructured play time, and computer activities. The children all receive interaction, touch, stable relationships,

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quality care, and help with developing physical, emotional and social skills. It is fun to watch the progress that children make from the beginning of the school year to the end of the school year. We have opportunities to help parents with parenting skills and help children develop appropriate boundaries. At the beginning of the year Will was crying for an extended period of time when his mother left. He also was hitting and had trouble sharing. Will now comes in with a big smile on his face. He shares better and doesn't hit anymore.

Big A Club. The Big A Club meets Tuesdays-Fridays for nine weeks in the summer. It is a summer day camp. We have recreation hikes, crafts, music, stories, school skills, and playground time. We also have special theme days. The preschool and kindergarten classes are the largest classes. One of my favorite memories of the summer was taking the preschool/kindergarten class miniature golfing. You haven't lived until you've tried this! They chase the ball into the hole and have a ball. Even after 10-12 hits on one hole they would call out "hole in one!" I tried to explain the concept of "hole in one" but they didn't get it. It was actually me that didn't "get it." What I understood was that we all need encouragement and someone to cheer us on. So our team would cheer, "hole in one" when one of them would get the ball in the hole. Angela, a kindergartner, said to me at the end of the day, "Miss Debbie, you rock! Another highlight was when we performed a musical at the end of the summer. The kids memorized 9 songs. They also had speaking parts and "group solos." At the end of the musical I did a 25-minute slide show with music. We all realized how fortunate we are to have children in our lives!

A+ is our year round before and after school program. Our preschool/kindergarten classes are from many schools. We pick up at Tahoe Lake School, Creekside Charter School, Thomas Aquinas Catholic School, and Tahoe Community Nursery School. We do "hooked on Phonics", alphabet, number and shape recognition, read to the children, have computer time, story time, crafts, and recreation. This past year we became more intentional about meeting with teachers and parents regarding the progress of the children in school and in their emotional development. We seek to have the children strive for excellence. We are beginning our 13<sup>th</sup> year of A+. Our first group of kindergarteners graduated from high school last year. A+ children were the top four students academically. Three out of the four senior class officers were former A+ children. We have also seen former students come back to help tutor and also teach in our summer programs. I believe we are developing leaders for the future. We helped a family adopt a preschool child whose mother had died. She was having a rough transition at the beginning of the school year.

## **Kings Beach Family Resource Center**

Family Advocates have been providing support, advocacy, information, education and linkages to health, legal and social services. The Advocates have been able to address the whole spectrum of issues impacting a family, rather than one specific topic. On a drop-in basis alone, the Family Advocates signed-up 56 parents and children to Healthy Families, Medi-Cal and Dental Insurance. The Family Advocates have been able to build relationships with both the families and community service providers. The following are specific examples of Family Advocate activities in 2001-2002:

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Example: A Family Advocate supported a Spanish-speaking mother by helping her fill out a job application. From this first contact, a relationship was built between the Family Advocate and the woman and she was connected to other community resources. She is now an active participant in our Mommy and Me Jr. Class and has joined an informal women's support group.

Example: A Family Advocate supported a mother with a child that was developmentally delayed. She advocated for the family with Alta Regional and accompanied the mother to visits for support and translations. The child was diagnosed with having Autism and is now in a supportive program through Alta Regional. The family is linked in with the supportive services at the FRC and just recently received health insurance for the entire family.

Example: In response to community need, the FRC brought the Mexican Consulate to Tahoe to provide families with official photo identification from Mexico. Now they have identification so that they can open bank accounts and other routine personal and legal matters.

Example. The Family Advocate supported a single mother whom is raising three children on her own. All of the children are under 7 years of age. The four-year-old boy has a rare developmental disorder. He has the physical development of a two-year-old. Heart problems often accompany this type of disability and this child is no exception. He was recently scheduled for heart surgery at Shrine's hospital. The surgery went well and his prognosis is good. A follow-up appointment has been scheduled in Truckee. He is doing well and happy with his family, friends and his school. Mom is very relieved that he is in good health and that he is able to receive the medical services that he needs.

Example. The Family Advocate had the privilege of working with a five-year-old disabled child and his mother. She was able to make an appointment with the UC Davis M.I.N.D. Institute clinic for him. The Family Advocate provided the transportation for him and his mother. It was a very difficult time for their family and the mother was considering canceling. I was able to talk with the mother and her son. They were very fortunate to get into that clinic, as it is usually months to get in. They saw one of the doctors who said he had a very positive prognosis. She did give him some medication, which seems to have helped him in the last month. On the return trip home they went by McDonalds as a reward trip for the child - he loves McDonald's French fries.

## **Superior Court – High Conflict STEP Calendar**

Each family in the STEP Program is given a specific court order around custody and visitation and monitored by the case manager who is an experienced master's level social worker. The case manager, using the Placer Outcome Screens and a self-assessment form, assesses the families for problems and therapeutic needs. Constant litigation and false allegations by the parents are reduced because the case manager is able to run interference with the parents and investigate allegations to determine truth from fiction and provide the Court with legitimate information to base important family decisions. These families are referred by the Family Law Judicial Officers as being at such a high level of conflict that it is causing emotional harm to the children.

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The Court identifies the families that are constantly coming back to Court in order to change custody or due to one parent or the other defying court orders. It also refers those families where the parents are using the children against each other or making allegations that need to be investigated. Each family has scheduled court appearances, in front of the same Judge each time, where they must provide the case manager with their list of issues prior to the hearing. These issues are mediated beforehand and resolved if possible. If a resolution is not found, both parents and the Judge are given a copy of the issues so the Court's time can be used to benefit the families by making informed decisions. This intervention reduces the conflict between the parents and in turn decreases the emotional abuse suffered by the children.

Most children are assessed for therapy and between 12 and 24 sessions are authorized per child. If necessary the parents are brought in during a few family sessions to help the child voice their concerns and feelings about their parents divorce, custody and visitation. On occasion a parent is also referred to therapy. These children have been torn by being put in the middle and have all kinds of emotional problems like self-hate, false information, too much court information, forced by one parent or the other to choose sides therefore causing tremendous guilt. Most of these children have problems with peers, out-of-control behaviors and perform poorly in school. The case manager can actually meet with them, gain their trust and help them through these difficult times. The case manager also mediates issues that would generally land the parents in Court fighting over issues that only cause the children more harm.

Each parent is ordered to participate with the case manager and follow not only the Court orders but also the case plan. They are ordered to attend a conflict resolution/co-parenting class original to the STEP Program to help them mediate between themselves and move forward to a more peaceful existence for their child. A co-parenting coach is available to families near the end of the program to help them through any problems that may arise. This coach is one of the facilitators of the conflict resolution/co-parenting class so they help the parents use the skills they have learned while in the STEP Program to bring about a resolution to the conflict before it escalates and lands them back in Court.

### **Chana High School Teen Parent Support Program**

We charted some directions for our program based on improving family functioning and improving child development in our teen parent students and the families of students with children 0-5y/o. Over a 25-week span we saw significant improvement in their knowledge and skills around good parenting and developmental milestones for their children. Through presentations on nutrition by Baby Bank, cooking demonstrations by WIC and the use of our own restaurant kitchen we were able to model and encourage healthy food choices for them and their children. We were able to increase their participation in the WIC program, well-baby checks because we could provide transportation. The La Leche League was able to come and do a presentation and support those moms choosing to breastfeed their child. We had 5-6 of our mothers choosing to breastfeed rather than use formula for their infant. This year we have added another educational option for parents between the ages of 18-22yrs with children 0-5 to take an Adult Education class once a week with childcare included. We are very excited to be able to reach out even more to the community with this program. We have arranged to have K.I.S.S. come and dialogue with our students about this risk. We will also be working with the

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Breastfeeding Coalition to come to the classroom and the Early Childhood Relationship Support Project to do hands-on work in the Child Development Center with parents and infants.

## **2. SERVICE INTEGRATION AND COLLABORATION:**

The Children and Families Commission was able to build on a rich history of collaboration and services integration to better serve children and families in Placer County. The CFC Partner Network has many organizations that have been part of this history. It's no wonder that collaboration is a "given" in our area. The following are some examples:

### **Placer County Office of Education Child Care Services**

Many of the Early Care and Education Workshops have been provided by CFC Partners. Their participation and assistance has made parents, providers and Child Care Services staff aware of the services offered by other services agencies who assist with the development of children ages 0-5. Workshops provided by CFC Partners include: *Relationship Building Through Floor Time Play* presented by, ARC/Placer Infant Program, *Your Role As A Mandated Reporter*, presented by the Child Abuse Prevention Council and, *Let's Read Together, Good to Eat or Good for Me and Off to a Good Start!*, U.C. Cooperative Extension Program all presented by the UC Cooperative Extension Program, UC Cooperative Extension Program. We will continue to coordinate our services with these agencies and will also partner with new agencies such as, The Breastfeeding Coalition and WIC. Each partner had valuable information to share with parents and providers attending the Early Care and Education Workshops that improved the skills and abilities necessary to care for young children. Partnering has also increased our agency's capacity to provide services to parents and to child care providers. An increased awareness of the services provided by other agencies has resulted in the use of their services or in a referral to another family or community agency in need of these services. To encourage and increase awareness of the services provided by the Child Abuse Prevention Council's Family Resource Centers, it is strongly encouraged that all child care providers tour a local resource center as part of their training component.

Partnering with other agencies has also allowed Child Care Services to maximize the funds that are available to purchase toys and materials necessary so that infants and toddlers are provided care in a safe, nurturing, learning environments.

### **Nutrition Coalition**

The **Nutrition Coalition** reached out to other community organizations in order to form new collaborations and to more effectively spread the objectives of the program through a united front. So far we've established strong collaborations with:

- Placer County Office of Education, Child Care Services Resource and Referral
- Chana Teen Parent Program
- Sutter Mother's Outlet
- Individual Head Start sites throughout Placer County
- UCCE Early Literacy Program.

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In year two we will be working toward strengthening and developing additional collaborations that will effectively benefit families and children, prenatal to five years old, through integrated services.

### **U.C. Cooperative Extension – Ready to Succeed Program Early Literacy Program**

Commission funding has significantly strengthened the collaboration among and between a wide range of Placer County agencies and organizations that serve families and children 0-5 years. As would be expected there were obvious collaboration benefits among the funded agencies. However, there were equal gains with other agencies. Smoother delivery of services, greater problem solving, less confusion, and more complete deliveries are the result of this collaboration and partnering. Through collaboration with Placer County Office of Education Child Care Services, Placer Community Action Council (Head Start), Placer County Childcare Association, Auburn and Sierra College State Preschools, Chana High School, Nutrition BEST, Auburn Friends of the Library, Roseville Library, the Literacy Support Council, A Natural Learning Place, Joyful Noise Preschool and Daycare, Sierra Preschool, Mama Mia, Mountain Moms and Little Folks, Mothers of Preschoolers, we were able to increase our capacity to provide services throughout the county.

#### Testimonials from clients:

- Mickey Eichenhofer of P.C.O.E. Child Care Services noted she is extremely grateful for what our program is doing for the children of Placer County. She feels reaching out to parents and providers will have a great effect on the children in our community.
- Kristi Adams owner of Deer Grove Springs Country Child Care said she couldn't wait to get back to her program after attending one of our workshops. She was looking forward to sharing the information and activities with her families. Kristi attached our "Reading with Your Child" brochure to the next book order she distributed to her parents to help them understand the importance of reading with their child daily.
- Ramona Maurer and Sukhy O'Bryne who attended workshops sponsored by the Roseville Library were very enthusiastic about receiving the books to read with their children. They along with Tanya Smith and Beth Empson contributed to the "Recipes for Favorite Meals" cookbook as part of *The Very Hungry Caterpillar* parent workshop project. When the workshop series ended they still wanted to get together the next week to share parenting strategies.
- Jordan Denny (with the help of his mom, Liz who attended the "Off to a Good Start" workshop series) wrote a nice thank you note:

*"Thank you so much for the back pack, When Dinosaurs Go to School book, and pencils. I was so excited to get a package in the mail just for me! I looking forward to starting kindergarten and will keep you posted.*



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## **Multi-Disciplinary Interview Center**

By focusing attention on the entire family of a child suspected of being abused, the MDIC team members are truly serving that family. We have begun to identify the immediate needs of the family, understanding that one child's abuse will have long-term, negative impact on both the parents and that child's siblings. This collaborative effort identifies resources available to the family early in the process, hopefully before any family members experience too much further stress and trauma.

MDIC now uses the Children and Families (CFC) partner agencies to make referrals to programs for children and their families after going through the MDIC interview process to such agencies as the Child Abuse Prevention Council, Head Start, Caring for Kids, PCOE Child Care Services, Peace for Families, and the Superior Court Family Intervention. The feedback from the members of the MDIC investigation team has been positive in that it is the first time that children can receive positive enhancement and recreation courses that are not strictly psychotherapy or counseling. Team members have felt for quite a while that other referrals were necessary in order to return the child to a "normal" and "healthy" childhood after the traumatic event. This has enhanced our service quality for children and families because of the collaboration offered by the Children and Families Commission of Placer County.

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County Revenues and Expenditures  
for the period July 1, 2001- June 30, 2002

***County Revenues***

<b>Prop 10 Cash Revenues</b>	<b>List dollar amounts here. Round to whole dollars</b>
<b>Prop 10 Allocation</b> <i>Monthly disbursements</i>	2,726,851.00
<b>Augmentation Funds from the State Commission:</b>	
• Administrative Augmentation Funds	\$
• Travel Augmentation Funds	\$
• Minimum \$200,000 augmentation funds	\$
<b>Other State Prop 10 Program Funding</b> <i>Grant funds, state initiatives</i>	
• Child Care Retention Incentives	\$ 300,000.00
• Other (specify) SMIF, SCHOOL READINESS	14,671.00 \$ 150,000.00
<b>Revenues from Sources Other than Prop 10</b>	
List: CAR RENTAL REIMBURSEMENT TO PROP 10	\$ 342.00
	\$
	\$
<b>Interest Earned and Balance Brought Forward</b>	
Interest Earned	\$ 346,496.00
Fund Balance brought forward from prior year(s)	\$ 6,666,202.00
<b>Total Cash Revenue</b>	<b>\$ 10,204,562.00</b>

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### ***Annual Expenditures and Encumbrances***

	<b>Expended or Encumbered for FY 01-02</b>
Program Expenditures and Encumbrances (e.g. grants, initiatives, programs)	\$ 1,986,494.00
Implementation Expenditures and Encumbrances (all expenditures/encumbrances other than program expenditures – see detail on next page)	\$ 230,526.00
<b>Total Cash Expenditures</b>	<b>\$ 2,217,020.00</b>

### ***Financial Summary***

	<b>July 1, 2001 to June 30, 2002</b>
Total Cash Revenue	\$ 3,538,360.00
Total Cash Expenditures	\$ 2,217,020.00
<b>Fund Balance</b>	<b>\$ 1,321,340.00</b>
* <i>Fund Balance that is not encumbered, but is committed or set-aside for current or future grants, initiatives, sustainability reserve, etc.</i>	\$ 1,321,340.00
Funds for Future Investments and Program Sustainability	\$

\*Committed funds in this section are not encumbered for this fiscal year and will not show up in the fiscal audit.

### **Implementation Expenditure Detail**

In this section you have the opportunity to report details of the implementation expenditures reported in the previous section. In the third column, check if the amount reported is based on accounting or best estimate.

	<b>Expended or Encumbered for FY 01-02</b>	<b>Based on accounting or best estimate:</b>
<b>Evaluation Expenditures</b>	\$ 28,080.00	<input type="checkbox"/> Accounting <input type="checkbox"/> Best Estimate
<b>Administrative Expenditures</b> <ul style="list-style-type: none"> <li>▪ Commission Operations and Support (meeting costs and support, office operations, training and technical assistance, development of policies and procedures, etc.)</li> <li>▪ Grant-Making Operations and other Fund Allocations</li> <li>▪ Contract Management</li> <li>▪ Fiscal Management</li> <li>▪ Tracking of and Compliance with Legal Requirements, including preparing reports to the State Commission</li> </ul>	\$ 192,646.00	<input type="checkbox"/> Accounting <input type="checkbox"/> Best Estimate

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<b>Planning, Communication and Outreach Expenditures</b> <ul style="list-style-type: none"><li>▪ Strategic Planning</li><li>▪ Community Outreach (media, websites, other community outreach, civic engagement)</li><li>▪ State-level Involvement, Communication, and Planning for State-Level Initiatives</li><li>▪ Activities to Promote Collaboration and Integration of Services and Leveraging of Resources</li></ul>	\$ 9,800.00	<input type="checkbox"/> Accounting <input type="checkbox"/> Best Estimate
<b>Total Implementation Expenditures</b>	<b>\$ 230,526.00</b>	

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## Activity Summary Sheet

### July 1, 2001 through June 30, 2002

In this section of the report, activities taking place in Placer County through the CFC Partner Network are coded according to a predetermined list provided by the state Children and Families Commission

<b>Result Areas</b>	<b>Intended Results</b>	<b>Strategy (ies)</b>	<b>Total Children Served</b>	<b>Total Family Members Served</b>	<b>Total Providers</b>	<b>Total Months of Operation</b>	<b>Total Funds Spent</b>
<i><b>Improved Systems- A Comprehensive Child Family Partnership</b></i>							
Kings Beach FRC	S1,S3, S4, S6	2,5,6,9,10,11,14,15, 17,19,20,22,23,29,30, 36,39,40,41,43,44,50, 51,53,54,56,57,58,60, 61,63,65,66,67,68,70				12	109,955.02
KidZone	S1, S3, S4, S6	<b>1,2,5,9,10,11, 15,17,39,61,6 5,66,67,68,70, 71</b>	290	508		12	100,000.00
Mental Health Collaborative	S1, S2, S4, S5	2,3,7,13,30,31,36,39, 59,66,68	433		2,099	12	254,800.54
<i><b>Improved Child Health</b></i>							
Breastfeeding Coalition	H11 H14- All the Benefits of Breastfeeding	14,15,23,39,65,66,68	367	367		12	0.00
CALSTAR	H14- All Children are alive	59	1	Unknown		12	19,100.00
KIISS	H12, H14- Children live smoke free	17,67,68,69,70	56,207	56,207		12	52,883.60
Nutrition Coalition	H7, H11	1,2,9,15,17,39,60,66	790	569		12	105,125.71
Baby Track	H14- All SAFH born children are immunized	25,39	386	386		12	13,958.00

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<b><i>Improved Child Development</i></b>	Intended Results	Strategies	Total Children Served	Total Family Members Served	Total Providers	Total Months in Operation	
ARC Infant Development Program	C2, C5	12,17,29,36,39,43,66	170			12	\$4,873.23
Baby Steps Inclusive Playgroup	C2, C4, C5	2,11,13,17,29,30,36,39,43,58,65,66,71	34			12	\$28,773.03
Literacy Group	C5, C8	15,39,53,59,64,67,68,70	511	236		12	72,553.00
Western Placer Unified School District	C6	10,11,19,20,29,30,58,68,70	22	34		12	26,068.95
Tutor Totter Preschool	C4	10,29,39,46,58,71	38	35		12	35,945.09
PCOE Child Care – Resource & Referral	C1, C3, C4	4,15,29,39,47,59,62,65,66,68,64(referral services)	5,128	7,418	Over 500	12	157,313.00
PCOE Special Needs	C2, C4	17,29,30,39,58,64 (purchase specially adapted toys & manipulatives)	151			12	46,257.19
PCOE – Hanen Program	C5	29,30,39,57,64 (parent/child behavior coaching for autistic children)	16			12	25,897.67
PCOE Child Care Retention	C3	<b>12(flexible availability for childcare providers),</b> 39,48,49,59,66,68,70			262	12	171,511.00
<b><i>Improved Family Functioning</i></b>							
First Congregational Church of Auburn	F1, F11	9,39,43,56,66,68		11		12	580.00

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Mother's Support Group	F1, F11	56,57,61	69	65		12	0.00
First Baptist Church of Tahoe	F11, F12 (parents have healthy relationships with each other)	2,10,15,39,43,65,66,68,71,55 (offer free quality childcare for "Parent's Night Out" to allow parents to nurture their own relationships weekly)	200	370		12	102,000.00
Live Oak Waldorf School	F1, F11	9,56,68,72		1350		12	15,653.00
Gateway Teen Transition Home	F1, F3, F4, F5, F11, F12	2,39,44,55 ("one stop" for all mom's needs),63,64 (safe home environment where teen moms can receive parenting info. & learn by modeling appropriate parenting & living skills)	5	3		12	0.00
Superior Court – High Conflict Families	F1, F2, F12 (Parents are out of conflict)	2,9,36,37,39,43,54,64 (parenting class to learn co-parenting when in high conflict)	23	77		12	117,949.76
Superior Court – Family Law Facilitation	F6, F12 (parents have knowledge of the effects of the court process & custody issues on their kids)	10,15,34,39,66,68,54,55 (legal assistance)				12	45,274.25
Child Abuse Prevention Council	F1, F2, F3, F4, F5, F6, F11	2,4,10,11,14,15,22,29,30,36,37,39,41,43,56,65,66,68	164	316		12	310,000.00
Placer MDIC	F12- an abused child's trauma is reduced & the "truth finding" process is enhanced & the family is supported	2,11,30,34,36,54,68,71	58	159		12	92,602.04
Chana High School	F1, F2, F3, F10, F11	36,39,40,41,42,43,44	25-30	40-45		12	77,420.00